

United States Department of Agriculture
Grain Inspection, Packers and Stockyards Administration
Federal Grain Inspection Service

Directive

4411.2

6/18/99

TRAINING POLICY FOR SUPERVISORS, MANAGERS, AND EXECUTIVES

1. Purpose

This Directive transmits the training policy for Supervisors, Managers, and Executives.

2. BACKGROUND

The Federal Government considers supervision an occupation that is critical to the effective organization and delivery of its services. Recent studies by the Merit Protection Board, the Secretary of Agriculture, and GIPSA indicate that although Federal supervisors have a high degree of technical competency, Federal supervision is weak in the leadership, behavioral, and human management areas. The Office of Personnel Management (OPM) has emphasized that within the supervision occupation, human management is the expertise that needs development and it is a development process that requires supervisors to continuously develop and improve themselves. As a result, OPM has identified 27 core leadership competencies which Federal supervisory, management, and executive training should address.

3. AUTHORITIES

- a. Departmental Regulation 4120-2, Policy on Training and Development for Team Leaders, Supervisors, Managers, and Executives, dated 11/04/98.
- b. Personnel Bulletin 300-1.

4. DEFINITIONS

- a. Supervisory distinctions for the purpose of assessment and training are:
 - (1) Supervisor: Shift Supervisor and any supervisor at GS-11/12 levels;
 - (2) Manager: Field Office Manager, Branch Chief or equivalent at GS-13/14 levels;

- (3) Executive: Division Director or above, GS-15 and SES; and
- (4) Deputies or full Assistants: assessed equivalent to their supervisor.
- b. Leadership Effectiveness Framework (LEF). The LEF is the Federal leadership competency model that defines 27 competencies that are important at all management levels within the Federal Government.
- c. Leadership Effectiveness Inventory (LEI). The LEI is an assessment instrument designed to measure leadership competencies and determine development needs for organizations and individuals in the public sector.
- d. Competency. A competency is the skill area needed to perform many tasks.
- e. 360-Degree Feedback. The 360-Degree Feedback is a proficiency evaluation of tasks and competencies by the employee, their supervisor, peers, and staff offering an enhanced picture of their leadership skills through various perspectives.

5. POLICY

The 27 core leadership competencies will serve as the basis of supervisory training within FGIS. Having every supervisor, manager, and executive excel at these 27 leadership competencies is an organizational goal. The selection of supervisors will reflect this goal, as will the performance standards of supervisors, managers, and executives. No supervisor, manager, or executive will receive above a satisfactory rating in human resource management unless they meet FGIS guidelines for supervisory development.

6. GUIDELINES

In addition to the 80 hours of supervisory training required for new supervisors to be certified, the new training guidelines for supervisors, managers, and executives include:

- a. Biannually conducting a 360-degree self assessment;
- b. Taking 24 hours per year of training or equivalent developmental effort in the appropriate leadership areas of supervision; and
- c. Annually preparing a development plan with their supervisor based on a. and b.

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7. IMPLEMENTATION

- a. Each supervisor, manager, and executive will conduct a 360-degree assessment biannually. The individual will distribute the specified competency discovery (LEI) to at least three subordinates, two peers, and their supervisor, to be completed confidentially and returned to the individual. The individual will compile the assessment results and identify three developmental areas to address. In discussion with their supervisor, an appropriate developmental or training activity will be agreed on and documented in the Individual Development Plan. A copy of the three developmental areas identified from the assessment will be forwarded to the Agency Training Office.
- b. FGIS supervisors must take a minimum of 24 hours of developmental training that focuses on one or more of the 27 leadership competencies. Generally, each level of supervision should focus on those leadership competencies identified at their level in the LEF. This training may be taken during work hours or at the employee's convenience.
- c. The assessment and preparation of the development plan for the coming fiscal year (FY) is to be conducted at the end of the third quarter of the preceding FY. Certification of the accomplishment of the training is to be done at the close of the time period specified in the development plan. The completed form will be submitted to the rating official at the performance rating.
- d. The managers and executives will begin the cycle with the completion of the assessment in the third quarter of FY 1999 for implementation of the IDP in FY 2000. Supervisors will begin using the assessment in the third quarter of FY 2000 for the IDP for FY 2001.

8. INQUIRIES

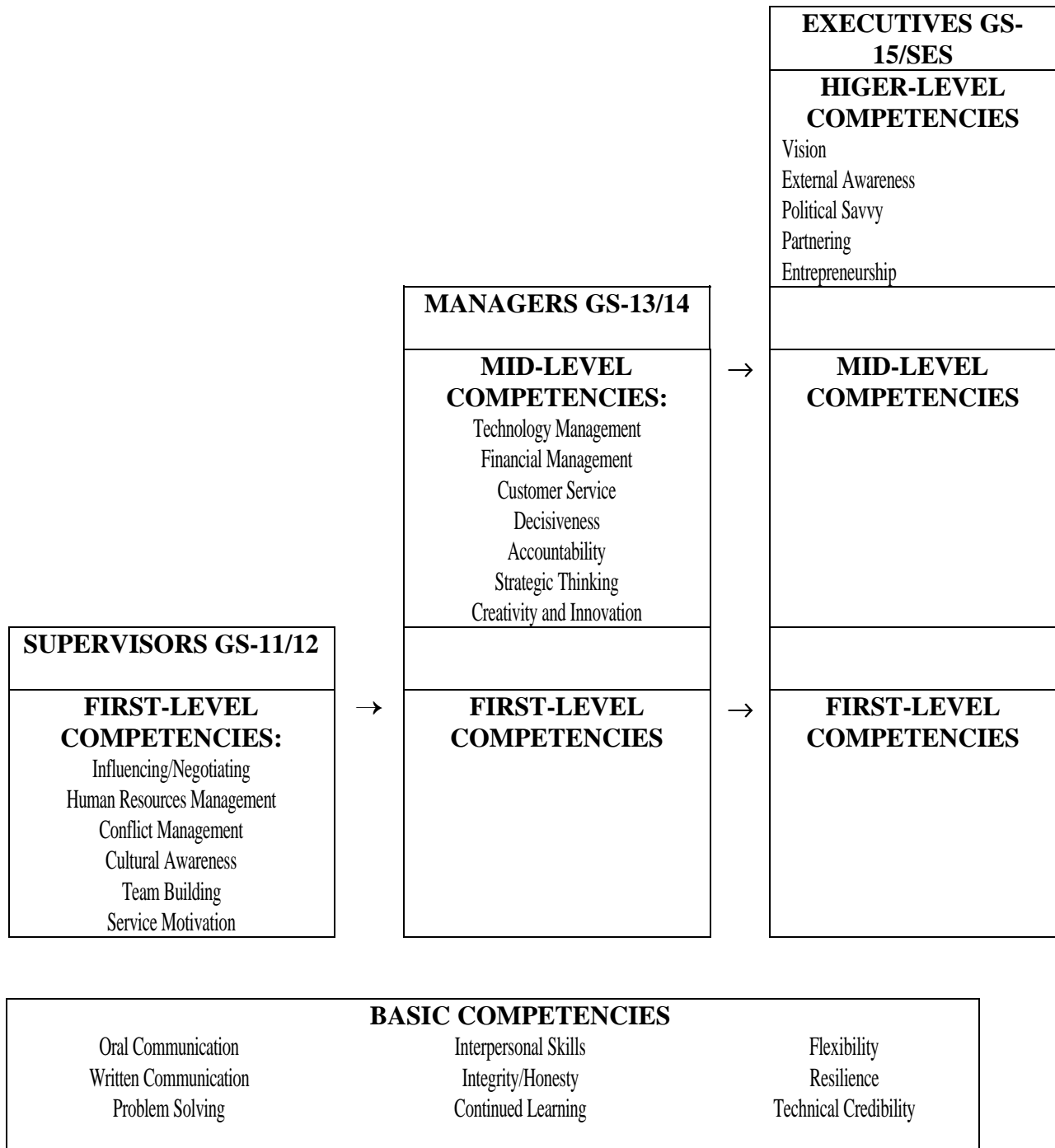
Clarification or assistance concerning training and development for yourself or your office is available from Rosemary Mayne, Employee Development Specialist, (202) 720-6242.

/S/ David R. Shipman
Deputy Administrator

Attachments (2)

FGIS

Leadership, Effectiveness Framework Model (LEF)



LEADERSHIP COMPETENCIES

LEADING CHANGE

Vision - Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

External Awareness - Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.

Creativity and Innovation - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.

Strategic Thinking - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

Continual Learning - Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

Resilience - Deals effectively with pressure; maintains focus and intensity; and remains optimistic and persistent even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

Flexibility - Is open to changes and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

Service Motivation - Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.

LEADING PEOPLE

Conflict Management - Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

Cultural Awareness - Initiates and manages cultural change within the organization to impact organizational effectiveness. Values cultural diversity and other individual differences in the workforce. Ensures that the organization builds on these differences and that employees are treated in a fair and equitable manner.

Team Building - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

Integrity/Honesty - Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.

RESULTS DRIVEN

Accountability - Ensures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.

Problem Solving - Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

Decisiveness - Exercises good judgement by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement oriented.

Customer Service - Balancing interests of a variety of clients, readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the needs of clients; achieves quality end-products; is committed to continuous improvement of services.

Entrepreneurship - Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

Technical Credibility - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and address training and development needs. Understands linkages between administrative competencies and mission needs.

BUSINESS ACUMEN

Financial Management - Demonstrates broad understanding of the principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.

Human Resources Management - Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded. Takes corrective action.

Technology Management - Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.

BUILDING COALITIONS/COMMUNICATION

Oral Communication - Makes clear and convincing oral presentations to individuals or groups. Listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.

Written Communication - Expresses facts and ideas in writing in a clear, convincing, and organized manner.

Influencing/Negotiating - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.

Partnering - Develops networks and builds alliances; engages in cross-functional activities; collaborates across boundaries and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

Political Savvy - Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

Interpersonal Skills - Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.